DOCUMENT RESUME

ED 439 721 IR 057 815

AUTHOR	Slusar, Linda, Comp.
TITLE	Soaring to Excellence 2000: You Have the Power! Teleconference for Library Personnel, College of DuPage.
INSTITUTION	College of DuPage, Glen Ellyn, IL.
PUB DATE	2000-00-00
NOTE	39p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Course Descriptions; Course Organization; Distance Education; Higher Education; *Library Education; *Library Personnel; *Staff Development; *Teleconferencing

ABSTRACT

The Soaring to Excellence staff development series of the College of DuPage provides the tools to empower library personnel in the workplace. Each teleconference in the series is supported by practical information, discussion questions, worksheets, and bibliographies. Students are provided with the opportunity to view and participate in three live satellite delivered presentations broadcast on three different dates. This document, designed to accompany Soaring to Excellence 2000, begins with a course information sheet and syllabus. The body of the document is the course handbook, including overviews and assignments of the four units: Success in the Library Workplace; Internet Power: How To Get It, How To Keep It, How To Pass It on; Information Power; and Final Project. Appendices include an annotated bibliography worksheet, transfer of training worksheet, student evaluation and suggestions form, and soaring fax cover sheet. Contains a course map. (AEF)

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Welcome to a sixth year of Soaring to Excellence. This year's theme is "You Have the Power." This series provides the tools to empower you in the library workplace. You have the power to affect your workplace. You have the power to pass on to your library users. You have the power to meet the challenges of the next century. The Soaring to Excellence 2000 web site is an invaluable companion to this series. Each teleconference is supported by practical information, discussion questions, worksheets and bibliographies. Soaring to Excellence 2000 promises to be an excellent and effective staff development series.

ED 439 721

Soaring to Excellence 2000

You have the Power!

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College of DuPage

Soaring to 2000

You have the Power!

Friday, Nov. 19, 1999
Success in the Library Workplace: You Have the Power

Presenter: Debra Wilcox Johnson

This session examines strategies that all library workers can use for being successful in the workplace. Among the topics to be considered are developing a portfolio, preparing for the performance appraisal, managing your boss, motivation and rewards. Viewers learn that they are not powerless in the workplace, but can be agents of change.

The Soaring to Excellence 2000 web site will have a sample portfolio, tips for preparing for the performance appraisal, discussion questions and annotated bibliography.

Friday, Jan. 14, 2000
Internet Power: How to Get it, How to Keep it, How to Pass it on

Presenter: Bill Erbes

Your library patrons want to become effective users of the Internet and other technologies. What is the best way to assist them? Where does one even begin? Bill Erbes will guide viewers in becoming power searchers themselves and then provide strategies for passing this information to the library patrons. The web site supports this program by providing strategies for "training the trainer," a list of core competencies for technology trainers, helpful tips and discussion questions, and an annotated bibliography of useful internet and print sites to transform your patrons into "power searchers."

Friday, March 24, 2000
Information Power: What is it, How to Know it When You See it, How to Use it in Your Library

Presented by a panel of library assistants from public, academic, school and special libraries.

The new millennium is here and we have all survived. How should we best position ourselves and our libraries to meet the challenges of the 21st century? How can we guage what will happen in the future? How does one get a view of the future as it relates to libraries and library staff? Join a panel of library staff to hear their perspective of the future and learn what steps to take to get ready for the challenges of the new century. Each staff member will have positive, practical suggestions to share such as tips for thinking "out of the box," information literacy and why we need to know what it is, how and why we need to justify our library's existence, how to prepare to meet the "computer generation." *The Soaring to Excellence 2000* web site contains useful and practical examples of each of these topics. Presenters list important discussion questions and useful print and Internet sources. Don't get left behind, join the "next wave."

Soaring Listserv:

Use the Soaring Listserv for further staff development. Join the national dialogue of library workers. Network, post questions before and after the teleconference.

To subscribe to the Soaring Listserv:

Send an e-mail message to listserv@uicvm.uic.edu

The body of the message should read: subscribe soaring "Your Name"

After the computer adds you to the list, send your comments to **soaring@listserv.uic.edu**

"The *Soaring to Excellence* series means so much to our library system. It brings us together and enables us to join in a national discussion of important library issues."

—viewer comment

Course Information Sheet

Soaring to Excellence
Teleconference for Library Personnel
College of DuPage
2000

READ THIS

FIRST!

BEFORE THE SYLLABUS AND COURSE HANDBOOK

Instructors

Linda Slusar,
Project Coordinator
Carol Morrison, Lead Teacher

Location

Broadcast from College of DuPage, Glen Ellyn, Illinois. Satellite transmitted to your local site

Phone

Linda Slusar: 630-942-2597 (voice mail)

How to Contact the Instructors

Linda Slusar: 630-942-2597 **anytime**.
E-mail: slusar@cdnet.cod.edu
Fax: 630-942-3836
Leave a voice mail message, if necessary
Carol Morrison:
E-mail: morrison@inil.com
Fax: 630-377-9914

Mail to:
College of DuPage
Educational Telecommunications
Attn: Soaring to Excellence Assignments
425 22nd Street
Glen Ellyn, IL 60137-6599

email to the Soaring Listserv at:
Soaring@UICvm.uic.edu
This is for discussion only, not for assignments

Course Information Sheet

Soaring to Excellence
Teleconference for Library Personnel
College of DuPage
2000

Course Materials

Each student will receive:
A Welcome Letter
A Course Information Sheet
A Syllabus
A Course Handbook
A Course Map
Teleconference outlines
and bibliographies

No textbook is required.

Viewing Locations

Location for Program Viewing: View the broadcast **live** at your local site. If you miss a program or wish to review, ask your site director to see a taped copy of the program.

Broadcast Schedule/Availability

Broadcast times: All times listed are Eastern Time
12:00 noon to 1:45 p.m.

Broadcast Dates: All teleconferences are on Fridays.

Teleconference 1	11-19-1999
Teleconference 2	01-14-2000
Teleconference 3	03-24-2000

Assignment Deadline

Dates: Assignments for Teleconference Units

1	01-13-1999
2	03-23-2000
3	04-24-2000
Final Project	05-12-2000

College Credit

In order to receive a final grade and three hours of college credit in the quarter system (two semester hours), assignments are due on the above dates. If you wish to choose a Satisfactory (pass)/Fail option, contact your instructor and request this option.

SYLLABUS

Soaring to Excellence 2000

The Sixth Series of Teleconferences for Library Personnel

Linda Slusar, Project Coordinator
Carol Morrison, Lead Teacher

Educational Telecommunications
College of DuPage
© 1999

READ THIS

AFTER

YOUR COURSE INFORMATION SHEET

Syllabus

Soaring to Excellence
Teleconference for Library Personnel
2000

Course Description

Soaring to Excellence provides the student with the opportunity to view and participate in three live satellite delivered presentations broadcast on three different dates: November 19, 1999; January 14, 2000; and March 24, 2000. The programs will be presented by nationally known experts who will address topics of prime importance to current or prospective library support staff. Students will choose articles suggested by the presenters and have the opportunity to do their own research. Learning and discussion will take place by completing a series of worksheets, exercises that insure transfer of training from teleconference day to everyday life, and participation in discussion via phone, fax, or internet. A final project will enable the student to apply a concept or procedure learned from the viewings and readings.

Course Materials

The teleconference series: The series can be viewed at the student's local downlink site. If a student misses a session he or she may contact the downlink site coordinator to view a tape of a missed session.

The textbook:
There is no formal textbook required for this course. By following step-by-step instructions outlined in the course handbook, students will create their own unique textbook.

The course handbook: The handbook provides detailed instructions, worksheets for each of the three units, and directions to complete the final project. Please consult the handbook and course map to successfully complete your assignments on time.

What to Expect from this Course

The purpose of this course is to address issues that are of primary importance to library personnel in today's libraries. By utilizing the vehicle of satellite delivered education, students will gain knowledge in each of the areas identified as well as gain recognition of their importance in the library workforce.

This is the 6th opportunity in as many years that thousands of library workers have had to join together in a national and international dialogue. The end result will be increased knowledge, enhanced job skills, and recognition of the key role played by library support personnel.

Syllabus

Soaring to Excellence
Teleconference for Library Personnel
2000

What to Expect from this Course (cont 'd.)

Learning Outcomes: Upon successful completion of this course the student will be able to:

Identify and describe important issues that affect library support personnel in today's libraries.

Explain the importance of the library technical assistant and describe the role the assistant plays in the library structure.

Create a "textbook" utilizing course materials, summaries and reactions to articles, worksheets, and original research.

Create a plan for implementation of a concept, or procedure learned from the teleconferences.

Demonstrate an understanding and proficiency in communicating with other students, colleagues and instructors using the vehicles of fax, e-mail, and satellite delivered education.

Procedures: Each student will view three live satellite-delivered presentations on three different dates. Outlines and suggested reading lists will be supplied.

The following procedures will insure student success:

1. View each teleconference live at your home site.
2. Take notes during the presentation
3. Plan to stay after the presentation to discuss the issues and questions posed by the audience and presenters.
4. If possible, form a study/discussion group and meet once before the next presentation.
5. Read the assigned articles and complete an "Annotated Bibliography" worksheet.

6. Complete a "Transfer of Training" worksheet answer assigned questions and perform other suggested activities for each teleconference.

7. Mail or fax your assignments by the deadline dates provided in the course information sheet and course handbook. (Please do not fax assignments on the day of the teleconference as they will get lost or misplaced.)

8. Complete a final project as described in the course handbook.

Exams and Evaluations

The assignments are to be mailed or faxed to the instructor and must include the following information:

Student's name, address, phone or fax number, teleconference name, and date. (See Appendix D of the Course Handbook for fax cover sheet.)

To guard against loss or misplacement of student projects and assignments students should always keep an additional copy! All material submitted should be typewritten (or word processed) and demonstrate college level proficiency in spelling, grammar, and appearance.

Grading Policy

	Points per unit	Total point value for all units
Annotated Bibliography worksheets	60	180
Transfer of Training and other worksheets and questions	30	90
Textbook chapter composition	10	30
Final project	--	100
TOTAL	100	400

Syllabus

Soaring to Excellence
Teleconference for Library Personnel
2000

Grading PolicyGrading Policy (cont'd.)

A = 400-350 points
B = 349-300
C = 299-250
D = 249-200
F = 199 or below

Grades will be submitted to the records office no later than May 19, 2000. Take special note of the deadline dates for each unit and for the final project. Late assignments will be lowered by one grade. Assignments postmarked later than two weeks after the deadline date will not be accepted. Please contact the instructor to discuss exceptional situations.

Satisfactory/Fail (S/F) Grade Option

The S/F grade option is available to students in this course. It may be issued under the following conditions:

1. The student must request it prior to the March 24th teleconference.
2. A written statement must be completed and signed by the student and the instructor.
3. The student must have achieved the equivalent of a grade of C or better in the course to receive a Satisfactory (S) grade. If a student's course work is valued at a D level or less it will be given an F grade.
4. Once an S/F grade has been registered with the Records Office, it cannot be changed.
5. An S grade will not be computed in the GPA; the F grade will be used in computing the GPA.

Incomplete Policy

In order to request an incomplete grade, you must obtain permission from the instructor, satisfy minimum completion requirements, and sign an incomplete contract. A minimum amount of completed work may be required to request an incomplete grade. Contact the instructor if you are interested in receiving an incomplete grade. You should be aware that an "I" grade on a transcript may be interpreted by other colleges as an F. If you do not complete the remaining coursework by the deadline specified in the incomplete contract, then you will receive an F.

An "I" grade will be given only when all the following conditions are met:

1. The student must request it prior to the end of the quarter.
2. A contract must be filled out and signed, indicating work to be completed and the completion date.
3. The student must have completed at least one-half of the course requirements by the end of the quarter with a grade of C or better.

All incomplete work must be completed by the contracted date and not later than the end of the following quarter.

Exceptions to the above may be made by special arrangements with the instructor.

Withdrawal Policy

Students are encouraged to consult directly with the instructor when considering a course withdrawal. The student may withdraw from a course by contacting the instructor before March 10, 1999

Thereafter, a grade will be assigned which reflects the student's actual performance in the class. Exceptions require an agreement between the instructor and the student. Written permission to withdraw signed by the instructor must be presented to the Registration office by the student prior to the end of the quarter. (Page 58, College of DuPage 1997-1999 Catalog)

Plagiarism Policy

All work submitted for credit must be completed by the student who is registered for the course.

COURSE HANDBOOK

Soaring to Excellence 2000

The Sixth Series of Teleconferences for Library Personnel

Linda Slusar, Project Coordinator
Carol Morrison, Lead Teacher

Educational Telecommunications
College of DuPage
© 1999

READ THIS

AFTER

YOUR SYLLABUS

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Course Handbook

Soaring to Excellence
Teleconference for Library Personnel

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Foreword

Course Handbook

Soaring to Excellence
Teleconference for Library Personnel

Welcome students. Congratulations for choosing a project that will enhance your job skills and help make you an important part of the library team. By choosing to receive college credit for Soaring to Excellence you are embarking on a journey that will prepare you to embrace the fast paced, ever changing world of library and information science. Success in the workplace, internet power, and information power are key issues that must be addressed if library workers hope to continue to make a difference in people's lives. The topics you will study are essential to library workers in almost every position within the profession of librarianship.

The methods you will use to complete this course are as old as Plato and as innovative as the satellites that will transmit the images to your classroom. This course affords the opportunity to read, view, think, react and write on your own. After doing so, you will be able to share your ideas with library colleagues throughout the country. Fax transmissions will allow you to participate directly in the broadcasts that serve as your living textbook. An Internet discussion group will empower you to discuss important issues with thousands of library workers during the teleconferences or anytime that an idea or question comes to mind. For the sixth time in as many years, thousand of library workers will come together in libraries, colleges, and meeting rooms across North America to learn, discuss, and affirm that you are not alone. Soaring to Excellence is bringing us together and give you "the power."

Kudos to you, once again for embarking on this project. If you're ready for the challenge, turn these pages and.

Be prepared to

SOAR

Foreword

Course Handbook

Soaring to Excellence
Teleconference for Library Personnel

How to Use This Course Handbook

The handbook has been created to assist students in successful completion of this course. Its step-by-step approach has been designed to serve students from 25 to 25,000 thousand miles away. The straightforward format will guide you in logically progressing through the three units. The Welcome Letter, Course Information Sheet, and Syllabus provide many details that will help you to receive any support you might need. Call, fax, or e-mail your teacher. We are here for you.

SUMMARY OF ASSIGNMENTS FOR EACH OF THE TELECONFERENCE UNITS

In general, students will be responsible for the following activities for each of the three teleconferences.

1. View	View the teleconference. Take notes. Ask your site coordinator for the opportunity to view the teleconference again, if necessary.
2. Read	Choose assigned number of articles provided by the presenter. Choose two articles that you locate on your own.
3. Write	Complete an assigned activity or Annotated Bibliography Worksheet (Appendix A) for each article that you read.
4. Plan	Complete two Transfer of Training Worksheets (Appendix B) for each teleconference. Plan to use what you have learned at your current or future workplace.
5. Create	By compiling your notes, the presenters outlines, your Annotated Bibliography and Transfer of Training worksheets, and any other pertinent information, you will be creating your own unique Soaring to Excellence textbook.
6. Implement	Your final project will be a plan for implementation of at least one practical idea or suggestion learned from one of the teleconference units.

This is a general overview of the activities for each unit. The following pages will provide a specific checklist of activities for each teleconference.

Unit 1

Course Handbook

Soaring to Excellence
Teleconference for Library Personnel

"Success in the Library WorkPlace: You have the Power"
Presented by Debra Wilcox Johnson
November 19, 1999

Overview

This session examines strategies that all library workers can use for being successful in the workplace. Among the topics to be considered are developing a portfolio, preparing for the performance appraisal, managing your boss, motivation and rewards. Viewers learn that they are not powerless in the workplace, but can be agents of change.
The Soaring to Excellence 2000 web site will have a sample portfolio, tips for preparing for the performance appraisal, discussion questions and annotated bibliography.

Assignments for Unit 1

1.	View	View the teleconference. Take notes. Ask your site coordinator for the opportunity to view the teleconference again, if necessary.
2.	Read	Read two articles listed in the bibliography.
3.	Write	Complete an **Annotated Bibliography Worksheet** for each of the two articles. (see Appendix A). Please note: If you choose a book rather than an article, skim the book and decide which chapter would be of greatest interest to you. Complete the Annotated Bibliography Worksheet for that book chapter.
4.	Plan	Complete one **Transfer of Training** worksheets for this teleconference. Plan to use what you have learned at your current or future workplace.
5.	Answer	Answer two of Deb Johnson's questions listed under "Following the Conference."
6.	Create	By compiling your notes, the presenters outlines, your *Annotated Bibliography* worksheets, *Transfer of Training* worksheet, and discussion questions and answers, you will be creating Chapter 1 of your own unique Soaring to Excellence textbook.

7. Submit Mail your assignment to:

   College of DuPage
   Attn: Linda Slusar, Soaring to Excellence
   425 22nd Street
   Glen Ellyn. IL 60137

8. Be on time!

   This assignment is due January 13, 2000. Don't wait till the next century. Mail it in when you have finished to receive timely comments and feedback.
   Keep a copy for yourself of all work that you submit. See the course information sheet for phone numbers and addresses. See the Course Map at the end of this booklet for an overview of what is expected.

SUCCESS IN THE LIBRARY WORKPLACE: YOU HAVE THE POWER

presented by Debra Wilcox Johnson

November 19, 1999

OUTLINE OF TELECONFERENCE

What does it mean to be successful in the workplace?

Developing a portfolio

- Rationale for a portfolio
- Elements in a portfolio

Preparing for the performance review

- Gather relevant documents
- Consider your accomplishments and future goals

Managing your boss

- Focusing on the relationship with your supervisor
- Self-assessment
- Assessment of the strengths and weaknesses of the boss
- Making the decision to improve the working relationship

Being in charge of your own success

- Effective communication
- Lifelong learning
- Motivation
- Rewards

DISCUSSION QUESTIONS

Prior to the teleconference

1. How would you define being successful in the workplace? How might your supervisor answer this question?

2. How do you feel during the performance appraisal process? In what ways do you "prepare" for the formal performance review?

3. Identify some strengths and weaknesses of your current supervisor. Consider some sentence completion exercises to help you, such as:

   I get along best with my supervisor when
   I get the most upset with my boss when
   I like my boss best when
   I wish my supervisor would
   The best thing my boss does

Following the teleconference.

1. What are possible indicators of your success on the job? What "evidence" might you collect to document these successes?

2. What things might you include in a performance portfolio? What will you need to do to assure that you have "documentation" of your accomplishments?

3. Consider the suggestions from the teleconference for preparing for the performance review. What other suggestions do you have? What three things will you try prior to your next performance review?

4. What would affect your decision to manage your boss? What skills will you need to facilitate a positive working relationship with your supervisor? What are the limits to managing your boss?

5. What motivates you to do good work? What things can you do to stay motivated and how will you reward yourself for your efforts?

READINGS

Boardman, Edna M. "Your Personal Goals Statement: A Powerful Tool in Your Evaluation." **Book Report**. 15 (March/April 1997): 15-16.

Setting your own performance goals is one of the most effective ways of demonstrating your commitment and willingness to change. This article briefly introduces this concept. This is targeted for school librarians, but is applicable in any setting.

Brody, Deborah A. "Managing Your Boss." Found on the ACCESS web site:
http://www.accessjobs.org/boss.html

This entry describes four problems with supervisors in nonprofit organizations with suggested strategies for coping with each situation.

Ellis, Rosemary. "How to Outmanage Your Boss." **Ladies Home Journal**. June 1997: 38-40+.

This article profiles different types of bosses with suggestions for dealing with each type. A helpful sidebar offers four "comebacks" to say to a problem boss.

Fritz, Roger. **How to Manage Your Boss**. 2d edition. Hawthorne, NJ: Career Press, 1994.

This book proposes a four-stage process for managing your relationship with the boss: 1) know yourself first; 2) know your boss; 3) create a climate for success; and 4) maintain your relationship with your boss. A straightforward approach is used, with several assessment tools and summaries of key points. Chapter 12 ("Manage Your Performance Review") gives some good suggestions for preparing for the performance appraisal meeting with your supervisor.

Goodson, Carol F. **The Complete Guide to Performance Standards for Library Personnel**. New York, NY: Neal Schuman, 1997.

Goodson provides a brief explanation of portfolios (pages 36 and 37). The real value of this source is the overview of performance appraisal along with sample performance standards for different types of jobs. Even if you are not a supervisor, this book can give you ideas for how to communicate your job duties and accomplishments.

Johnston, Janis L. "Managing the Boss." **Law Library Journal**. 89, no.1 (Winter 1997): 21-29.

This author presents nine "principles" of managing your boss. It is applicable to all kinds of libraries.

Kimeldorf, Martin. **Portfolio Power: The New Way to Showcase All Your Job Skills and Experiences**. Princeton, NJ: Peterson's, 1997.

A comprehensive overview of the multiple uses for portfolios which includes use during the performance review. Numerous exercises and suggestions are provided. There is a separate section on creating an electronic portfolio. The appendices offer several ideas for what might be included in a portfolio.

Libes, Stewart C. "10 Ways You Can Become Indispensable to Your Boss (well, almost)." Found on the accounts on call web site: http://206.183.161.34/aoc/cinfo1.html

The focus in this article is working toward promotion, but the ten points offer another view on how you can improve your relationship with your boss.

Straub, Carrie. **Creating Your Skills Portfolio: Show Your Accomplishments**. Menlo Park, CA: Crisp Publications, 1997.

This manual is described as a "fifty-minute book" by the publishers and is set up in an easy to follow format. While focusing on the portfolio for a job search, the basic elements and suggestions are applicable to "marketing" yourself in your current position.

The outline, discussion questions, and bibliography were prepared by Debra Wilcox Johnson, October 1999.

Unit 2

Course Handbook

Soaring to Excellence
Teleconference for Library Personnel

Internet Power: How to get it, How to Keep it, How to Pass it on
Presented by Bill Erbes and friends
January 14, 2000

Overview

Your library patrons want to become effective users of the internet and other technologies. What is the best way to assist them? Where does one even begin? Bill Erbes will guide views in becoming power searchers themselves and then provide strategies for passing this information to the library patrons. The web site will support this program by providing strategies for "training the trainer," a list of core competencies for technology trainers, helpful tips and discussion questions, and an annotated bibliography of useful internet and print sites to transform your patrons into "power searchers."

Assignments for Unit 2

1. View — View the teleconference. Take notes. Ask your site coordinator for the opportunity to view the teleconference again, if necessary.

2. Read — Choose two of the following from page 12. Choose from #3, 5 or 6.

3. Write — Complete an **Annotated Bibliography Worksheet** for each of the four articles or web sites that you read or visited. (see Appendix A).

4. Choose — Choose to do one of the following activities: #1, 2, 4. Provide proof of your activity, that is a print out or reaction page.

5. Plan — Complete one **Transfer of Training** worksheets for this teleconference. Plan to use what you have learned at your current or future workplace (see Appendix B).

6. Create — By compiling your notes, the presenters outlines, your Annotated Bibliography, and any other pertinent information, you will be creating Chapter 2 of your own unique Soaring to Excellence textbook.

7. Submit — Mail or fax your assignment for Unit 2 by March 23, 2000. Keep a copy for yourself of all materials that you submit. See the course information sheet for phone numbers and addresses. (See the Course Map at the end of this packet.)

INTERNET POWER: How to get it, How to keep it, How to pass it on

presented by Bill Erbes

January 14, 2000

Regardless of type, **all** libraries are undergoing significant change. Some libraries welcome that change. Others resist it, and still others try to ignore it.

Those who resist change will eventually lose the battle.

Those who ignore change will become anachronistic.

Meanwhile, those who welcome change and see it as an **opportunity** will thrive. They will first be dazzled by the Internet, then mystified, and then challenged. They will realize that the Internet provides unprecedented opportunity for **all** library staff to redefine their roles and to participate fully as libraries enter the new millennium determined to both preserve traditional values and embrace what may be the most significant advance in communication since the invention of the printing press.

Those library staff who take the time and invest the energy to enable themselves with Internet Power will have a master key to open doors that previously did not exist. This teleconference will explore ways in which library staff can empower themselves and others. In so doing, those with Internet Power may very well find themselves with new responsibilities, new challenges, and even more new opportunities.

"Internet Power" requires more than a passing knowledge of how to search for information on the World Wide Web. Major topics to be addressed on the January 14 teleconference include:

- The difference between search engines and directories
- How search engines work and the parts of a search engine
- How sites get listed with search engines
- Spamming
- What search engines actually cover

- How the major search engines are alike and different - each of the following will be specifically discussed and illustrated.
    - Alta Vista
    - AOL NetfindAsk Jeeves
    - Excite
    - Google
    - Search.com
    - Snap
    - WebCrawler
    - Yahoo
    - Hotbot
    - Infoseek
    - LookSmart
    - Lycos
    - Inktomi
    - FAST Search
    - GoGuides

When looking for unusual or hard-to-find information, the better choice may be a search engine with a large index, as that covers more of the Web. For general searches, or when looking for information about popular topics, a large engine does not necessarily equal better results.

As of September 1, 1999, FAST reported coverage of 200 million pages; AltaVista, 170 million; Northern Light, 170 million pages; Excite, 125 million pages; Inktomi, 110 million pages; Google, 85 million pages; Infoseek, 75 million pages; Lycos, 50 millions pages.

Search engine sizes will be updated during the teleconference.

Specialized search engines:

- for magazine articles
- for newspaper articles
- for public domain literature
- for radio/tv stations/programs
- for copyrighted books
- for images
- for federal legislation
- for company information
- for biographical information

- for maps
- for county profiles
- GuruNet - still in Beta testing

Search engines of special interest to school libraries

- KidsClick!
- Yahooligans! The Web Guide for Kids
- Think Quest
- Kathy Shrock's Guide
- Blue Web'N

- How to use RealNames links

- Recognizing the need for libraries to respond to the challenges and opportunities of the Internet, the Illinois State Library is currently funding a project entitled: "The Millennium Challenge." One key piece of the project is the development of a set of core competencies for effective Internet use. That is, as more and more libraries offer technology training, what skills should be taught, and what are the best ways to teach them. Library staff who not only master these competencies but also prepare themselves to train others will be more and more "in demand" as technology continues to permeate our lives.

  The January 14 teleconference will present to the library community for the first time the preliminary results of that project. Speaking on "The Millennium Challenge" will be Justin Lincoln, the Project Coordinator. An outline of his remarks will be added to this Web page just prior to the teleconference. Further, a preliminary set of core competencies will be posted on this Web site and demonstrated during the teleconference.

- Throughout the teleconference, the core competencies and training materials thus far developed will be demonstrated as a high school student uses them to train a senior citizen.

- Throughout the teleconference, we will investigate ways in which library support staff have (or have not) been involved with the development of Internet training in their libraries. Input has been solicited from across the country, and the results will be shared during the teleconference. Successful training programs will be cited, and some of the survey respondents will join the teleconference "live" via telephone.

FOR FURTHER READING AND DISCUSSION

1. Prior to viewing the teleconference, work through **Seven Steps Toward Better Searching**.

2. Also prior to the teleconference, select any three of the search engines to be discussed, and do the same search on each. Evaluate the results in terms of timeliness, appropriateness, depth of coverage, ease-of-use, and relevance.

3. Read: selections from **The Gutenberg Elegies: the Fate of Reading in an Electronic Age.** New York: Fawcett Columbine, 1994.

   This is a book of essays exploring the complexities of reading and challenging the new information technologies. The author passionately describes how reading shapes and nourishes the "inner life," and he argues that as we embrace the wonders of the electronic age, we may be sacrificing our literary culture.

4. Think way back and try to identify the first book you ever read that was "passionate and private, carried on at high heat." Share that experience, and discuss whether or not you believe the Internet can offer the same experience. Delineate, if you can ways in which the Internet, particularly the World Wide Web, can "shape and nourish the inner life."

5. Read: Lancaster, F.W. "Second Thoughts on the Paperless Society." **Library Journal**, vol. 124, no. 15, September 15, 1999, p. 48-50.

   Discuss what you believe to be ways in which the World Wide Web can replace paper.

   Dr. Lancaster contends that, "If technology has brought benefits to libraries, it is reasonable to assume that it has also brought 'disbenefits.' Unfortunately, too many librarians are completely uncritical of information technologies. They seem mesmerized by the computer, seeing it almost as an end in itself rather than a means to achieve desired objectives."

   What do you believe to be some of the "disbenefits" of technology **and** what can library staff do to overcome them?

6. Lawrence, Steve, and Lee Giles. "Accessibility and Distribution of Information on the Web." **Nature**, 400, 107-109, 1999.

The authors contend that search engine coverage relative to the estimated size of the publicly indexable Web has decreased substantially since December of 1997, with no engine indexing more than about 16% of the estimated size of the publicly indexable Web. The article indicates that 83% of sites contain commercial content, 6% contain scientific or educational content, while only 1.5% of sites contain pornographic content. The publicly indexable Web contains an estimated 800 million pages as of February 1999.

A copy of this article will be e-mailed at no cost to anyone who requests it. To make that request, go to: **Accessibility and Distribution of Information on the Web.**

For comments, suggestions, etc., contact Bill Erbes at: bill@bensenville.lib.il.us

Unit 3

Course Handbook

Soaring to Excellence
Teleconference for Library Personnel

Information Power: What it is, How to know it when you see it, How to use it in your library
Presented by Linda Slusar and a panel of library staff
March 24, 2000

Overview

The new millennium is here and we have all survived! How should we best position ourselves and our libraries to meet the challenges of the 21st century? How can we gage what will happen in the future? How does one get a view of the future as it relates to libraries and library staff? Join a panel of library staff to hear their perspective of the future and learn what steps to take to get ready for the challenges of the new century. Each staff member will have positive, practical suggestions to share such as: tips for thinking "out of the box", information literacy and why we need to know what it is, how and why we need to justify our library's existence, how to prepare to meet the "computer generation". The Soaring website will contain useful and practical examples of each of these topics. Presenters will list important discussion questions and useful print and internet sources. Don't get left behind, join the "next wave."

Assignments for Unit 3

1. View — View the teleconference. Take notes. Ask your site coordinator for the opportunity to view the teleconference again, if necessary.

2. Read — Read 2 of the articles listed on the Soaring web site at: http://www.cod.edu/teleconf/Soaring/Index.htm

3. Write — Complete an **Annotated Bibliography Worksheet** for each of the four articles that you read (see Appendix A).

4. Answer — Answer 2 questions listed on the Soaring web site at: http://www.cod.edu/teleconf/Soaring/Index.htm

5. Plan — Complete the **Evaluation and Suggestion form** provided in this workbook (see Appendix C). Complete one transfer of training worksheet (see Appendix B).

6. Create — By compiling your notes, the presenters outlines, your Annotated Bibliography and Transfer of Training worksheets, and any other pertinent information, you will be creating Chapter 3 of your own unique Soaring to Excellence textbook.

7. Submit — Mail or fax your assignment for Unit 3 by April 24, 2000. Keep a copy for yourself of all materials you submit. See the course information sheet for phone numbers and addresses (See the Course Map at the end of this packet.)

***Check the Soaring Web Site for future assignments and updates on this program!**

Final Project: Choose one of the following:
(Due 5-12-2000)

"Adopt a Library"
"Library Career Profile"
"Skills Sets"
"Project of Your Own Design"

Project Name

"Adopt a Library"

Describe

Describe the library you visit. (Hint: find the listing in the American Library Directory.)

- What type of library is it?
- Who does the library serve?
- Why did you choose this library?

Apply

How can you apply one concept or practical idea you have learned from SOARING to make a difference at this library?

Create a Plan

Describe a "plan" for the implementation of this practical idea or concept.

Introduce your colleagues

List the names of two people you worked with or met during your library visits. Briefly describe their duties.

Make your library "come alive"

To make your library come alive for the "global library community," do **two** of the following:

a. Take pictures of the library building exterior and interior. Catch library assistants at work.
b. Collect pamphlets, flyers, bookmarks, etc. from your adopted library.
c. Make a videotape of your adopted library. Include some interviews with library workers who are familiar with your plan.
d. Write a press release describing your experience with the SOARING course.
e. Check with your instructor if you have another creative idea.

Project Name

"Library Career Profile"

Description

This project involves locating and interviewing a library assistant or librarian who has a job that interests you. The following elements should be included in your profile:

1. A colored photo of your subject at work. (You may include more than one if you wish.)

2. A brief biography which includes
   Educational background
   Work history (jobs previously held by this person)
   Job benefits
   Salary range for this job
   A formal job description, if available

3. The Profile should include answers to the following questions
   Describe a typical day
   Do you wear "many hats?"
   What hours do you work?
   Describe your physical working conditions. How might they be improved?
   How has your educational training helped you in your job performance?
   Are there any frustrations or challenges in your job?
   What personal characteristics are necessary to be successful in your job?
   What do you enjoy most about your job?
   Where do you see yourself in 2 to 5 years?
   What advice would you share with other library assistants?

Please ask your subject to sign the following: (you may use a copy of this page)

I _____ understand that my photo, opinions and information will be shared with other library technical assistant students and may be published in a booklet. I give my permission to use the photo(s) and information.

_____ (signed) _____ (date)

Project Name

"Develop Your "Skills Set" for your Personal Portfolio"

Check the Soaring Web Site for complete instructions at:
http://www.dupage.edu/teleconf/soaring

"Project of Your Own Design"

We are open to creative project suggestions. Some possibilities might include:

1. A web page that incorporates something that you've learned from Soaring to Excellence.

2. An improved plan or policy for customer service at your library.

3. Discuss any other creative ideas with Linda Slusar or Carol Morrison.

The Annotated Bibliography Worksheet

Purpose: This worksheet provides the opportunity to read an article, record information that would provide the means for someone else to locate the article, write a short summary, and think about how the article affects you. By doing this, you are creating an annotated bibliography. This will increase your knowledge of the topic of each teleconference.

Directions: You may photocopy this form or create your own form using a word processor. Just be sure to include all elements listed here. Complete one worksheet for each of the assigned articles.

Your Name:
Date:
Name of teleconference:

Author:

Title:

Title of magazine, journal, book or other source:

Volume, Number, Page(s)

Date:

Summary:
Record a short (four to eight sentences) summary (we are more interested in your reactions!)

*Reactions (What do you think?):
This should also be relatively short. (About four to eight sentences)
Do you agree or disagree with the author? Use this section to record thoughts such as, but not limited to, the following: How does this article support what was discussed in the teleconference?
Can you use what you have learned from this article in your job or everyday life?

Transfer of Training Worksheet

Purpose: To guide you in transferring what you have learned from this teleconference to your everyday life. If you are currently working in a library you may be able to use this information immediately. If you are a student, add this to your stockpile of knowledge. You may create fictional case study information if necessary.

Directions: You may use this form or create your own form using a word processor. Just be sure to include all the information listed here. If you do not have an actual person with whom you could discuss a certain issue, provide a scenario that you feel would be effective. For example: I would discuss the use of the internet with "the library's automation coordinator."

Your Name:
Teleconference title
Date

1. After this teleconference, I would like to discuss what I have learned and my overall impressions with:

   Person:

   Place:

   Time:
   What I would discuss:

2. I am going to try to implement what I have learned from this teleconference today by doing the following:

3. The article titles that I will choose from the presenter's list are:

Student Evaluation and Suggestion Form

1. Name

2. Location for viewing Soaring to Excellence

3. Place of work (if applicable)

4. Job title

5. Brief description of job

6. Age
   Sex
   Education (Highest degree earned or number of college credits to date)

7. Did the teleconferences provide you with new ideas and information?
   _____Many new ideas _____Some _____No

8. Are you considering implementing any ideas you learned from Soaring to Excellence?
   _____Yes, strongly considering
   _____Still thinking about it
   _____Do not think I will act on any of the ideas

9. Did this course provide you with the type of learning experience that you expected?
   Why or why not?

10. Please share your feelings about teleconference courses. Indicate if you would take another one.
    How might you change it?

11. Any other suggestions (criticisms or compliments!) you would like to share?

Soaring to Excellence Fax Cover Sheet

Students Name: _____

Address: _____

Fax Number: _____

Telephone Number: _____

Teleconference Title: _____

Date: _____

Total Number of Pages
Including Cover Sheet _____

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Course Map: Soaring to Excellence 2000

UNIT	VIEW	READ	WRITE	CREATE	COMPLETE
DATE, NUMBER AND TIME	**TELECONFERENCE TITLE/PRESENTER**	**ARTICLES**	**WORKSHEETS**	**CREATE YOUR TEXTBOOK**	**ASSIGNMENT DUE**
NOVEMBER 19, 1999 Teleconference 1 12:00 noon to 1:45 p.m. Eastern Time	Success in the Library Workplace Debra Wilcox Johnson	Two articles from Debra Wilcox Johnson's bibliography	One annotated bibliography worksheet for each article. One transfer of training worksheet. Answer two questions	• Deb Wilcox Johnson's outline • Your notes • Two annotated bibliography worksheets • One transfer of training worksheets • Answer two questions.	January 13, 2000
JANUARY 14, 2000 Teleconference 2 12:00 noon to 1:45 p.m. Eastern Time	Internet Power Bill Erbes & Friends	Two articles Two activities	One annotated bibliography worksheet for each article One transfer of training worksheets	• Bill Erbes • Your notes • Two annotated bibliography worksheets • One transfer of training worksheets • Answer two questions.	March 23, 2000
MARCH 24, 2000 Teleconference 3 12:00 noon to 1:45 p.m. Eastern Time	Information Power Linda Slusar & a panel of library staff	Two articles from Soaring Website	One annotated bibliography worksheet for each article Two questions. The student evaluation	• Presenters Outlines • Your notes • Two annotated bibliography worksheets • One transfer of training worksheet • Answer 2 questions. • Student evaluation form	April 24, 2000
Final Project		The textbook you have created	Choose from the following: Adopt a Library Library Career Profile Skills Sets Project of Your Own Design	• Submit your textbook	May 12, 2000

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